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ABSTRACT

The potential for college-public school partnerships and issues of faculty workload, incentives, and rewards were assessed by an advisory task force. Six areas of possible cooperation were identified: responding to teacher shortages, improving the transition to college, providing tutoring and other volunteer services to public school students, offering faculty exchange programs, using college personnel to promote staff development in the public schools, and providing college speaker's bureaus. The Task Force developed "The Faculty Alliance Project--An Action Plan," which emphasized the total continuum of education and the importance of interaction among college and public school staff. The following project concepts were considered: regional teacher training centers in science and mathematics, release time arrangements for college faculty and public school teachers, miniconferences for curriculum development, joint teacher education/staff development appointments in rural areas, teaching high school students subjects not typically in the curriculum using college faculty and/or graduate students, and volunteer tutoring programs staffed by college students for remedial and talented and gifted public school students. Appendices include more than 100 examples of cooperative college/public school arrangements. (SW)

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STATE BOARD FOR HIGHER EDUCATION

Report on the Role of Higher Education in Enhancing Cooperation with the Public Schools of Maryland

Submitted to the Education Coordinating Committee

and the

State Board for Higher Education

SBHE Advisory Task Force

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EXECUTIVE SUMMARY

An Advisory Task Force to the State Board for Higher Education was appointed in the spring of 1984 to examine the role of higher education in the development of more effective collaborative interaction with the public schools of Maryland. Operating with the conviction that there must exist a working concept of a continuum of education, kindergarten through graduate school, and that there is a great necessity for more extensive personal contact between college professors and classroom teachers, the Task Force considered a number of factors which affect the ability of higher education to enter into working partnerships with the public schools. More specifically, it focused its attention on the critical elements of faculty workload, incentives, and rewards in colleges and universities and recommended:

1. that higher education segments examine workload measures to insure that these measures are more supportive of faculty involvement, particularly among faculty in the arts and sciences;

2. that the State endorse the recommendations of the "Maryland Plan for the Continuing Professional Development of Local School System Personnel" previously submitted by the Maryland State Department of Education;

3. that higher education segments consider adopting a faculty evaluation system associated with the concept of "profession-related" public service as a means for enhancing the reward structure for performance of that aspect of public service; and

4. that the State establish a fund to support special projects jointly designed by a public school system and a college or university to promote substantive and continuing cooperative effort.

In order to assess more appropriately the types of cooperative activity having the greatest potential for achieving desired ends, the Task Force reviewed an extensive representative listing of those on-going projects and programs the colleges and universities considered most effective. Although these activities were extraordinarily diverse, the Task Force identified six areas of effort and interest:

1. Responding to Areas of Teacher Shortage

2. Improving Transition from High School to College

3. Providing Tutoring and Other Volunteer Services to Public School Students

4. Faculty Exchange Programs

5. The Role of Higher Education in Staff Development in the Public Schools

6. College and University Speaker's Bureau

It should be noted that nearly all of the current activity summarized in the report has been accomplished by non-State funding and the voluntary effort of individual faculty.

The Task Force then directed its attention to the development of "project concepts"--an illustrative set of seven collaborative models which emphasize close faculty-to-faculty interaction. From these, a single and more generic proposal, "The Faculty Alliance Project--An Action Plan" was derived. The Faculty Alliance Project embodies several concrete elements that have great potential for effecting observable and substantive improvement in collaborative efforts. The objectives of the Alliance Project are:

1. To provide systematic and continuing opportunities for personal interaction between teachers from elementary/secondary and higher education.

2. To involve particularly higher education faculty from departments of arts and sciences.

3. To help colleges and universities learn from the teaching skills of intellectually able secondary school faculty.

4. To focus initially interactive opportunities in the following subject areas:

    a. science

    b. mathematics

    c. English

    d. computer science

    e. foreign language

Recognizing that much more can and should be done, the higher education community is acting to do what it can to further the recommendations and the ideas outlined in the Task Force Report. It has moved to examine and possibly revise its internal reward structures and reallocate resources to accomplish these goals. Beyond this, some additional funds are necessary to provide incentives to encourage the planning, implementation and evaluation of these unique and innovative projects. The Task Force is convinced that a modest investment now will permit us to realize great benefits in the future.

INTRODUCTION

In recent years, the nation's attention has been focused on improving its schools. Universally, education has become a priority of local, state, and national policymakers who have recognized the critical importance of maintaining quality educational programs to the present and future well-being of our society. State after state has aggressively and dramatically attacked the quality issue--implementing more demanding performance standards and markedly increasing funding. Florida, Tennessee, North Carolina, and Delaware, for example, have attracted national attention for their accomplishments. Maryland has moved in similar directions reviewing and enacting recommendations of State commissions on teacher quality and curriculum reform. With the strong leadership of the Governor, the Legislature passed a 5 year aid program of more than 600 million dollars to assist local subdivisions.

However, responsibility for improving our schools extends beyond government. Higher education has a unique and pervasive role in this effort. It can "do more than allow its academic policies to seep through to the schools by osmosis. It should promote a direct articulation with the schools, joint programmatic initiatives and continuous dialogues among professors and teachers. The effectiveness of such collaboration that is already in place has shown that both sectors reap its benefits." (Chronicle for Higher Education)

The institutions of higher education subscribe to the concept of a total continuum of education--elementary school through college. Each part of the education continuum affects all others. Higher education has much to learn and gain from more extensive and effective interaction. We look forward to taking even greater advantage of the opportunities before us.

Assistance from colleges and universities must derive from their institutional strengths and from their diversity. All institutions of higher education are different--in mission, available resources, and strengths; assistance must be in terms of what a campus has to offer rather than a blanket policy or set of expectations for all institutions. That assistance, moreover, must be consistent; episodic interventions can raise expectations and dash hopes. It is also recognized that each public school system is unique in character and need. These differences require a range of response from higher education.

Every college and university has had and continues to have cooperative activities with the public schools of Maryland. These activities have been particularly noteworthy in programs, departments, and colleges of education. Although these relationships need to be strengthened, it is also imperative to encourage and support the continuous personal interaction between higher education faculty from departments of arts and sciences and teachers in the public schools.

This report concentrates on the present and future role of higher education in relation to the public schools and, as such, focuses on issues of immediate concern to higher education. It is seen as a preliminary step to the necessary joint-planning required for implementation of specific projects.

THE SBHE ADVISORY TASK FORCE

In the spring of 1984, an Advisory Task Force was appointed by the Commissioner of the State Board for Higher Education to examine the role of higher education in the cooperative process. More specifically, the Task Force was asked:

1. to identify those factors that affect the ability of higher education to enter into working partnerships with the public schools;

2. to examine workload, incentive, and reward structures associated with higher education faculty participation, particularly those faculty from departments of arts and sciences;

3. to compile a current inventory of representative programs and activities of the institutions of higher education with the public schools; and

4. to propose a plan of action for the consideration of the segment heads. Such a plan may involve ideas and activities that are both common to all segments and/or are specific to one segment only.

REPORT OF THE TASK FORCE

PART I

A. FACTORS AFFECTING THE ABILITY OF HIGHER EDUCATION TO ENTER INTO WORKING PARTNERSHIPS WITH THE PUBLIC SCHOOLS

The ultimate objective in seeking more effective cooperation between higher education and the public schools is a mutual desire for better prepared students. To achieve this goal, it is important to develop more extensive and effective arrangements for curriculum articulation and smoother transition of students into higher education programs. However, there are a number of factors that affect the ability of higher education to realize the full potential for closer working partnerships with the public schools. These include but are not limited to:

1. a societal role and mission emphasizing teaching functions directed to a select student population; a research funtion which values the acquisition of new knowledge; and a service function devoted to the interests and needs of the community;

2. a tradition of faculty governance and an academic and administrative structure which supports its role and mission and its liberal studies and professional programs;

3. a prescribed faculty workload which includes responsibilities for teaching, research, and service and faculty allocated on the basis of credit hour productivity;

4. a record of limited contact with public school faculty;

5. the lack of appropriate incentives and rewards for public service; and

6. the geographical distance between some institutions of higher education and the public schools.

Similarly, the public schools confront many of the same limitations as those noted above and must also deal with some differences in purposes that are unique to elementary and secondary education. These include:

1. a societal role and mission directed to the cumpulsory universal education of young children and youth;

2. a tradition of governance by the community in which the school exists;

3. a prescribed faculty workload which emphasizes teaching and supervision but includes other and often unrelated duties and responsibilities;

4. the lack of appropriate incentives and rewards;

5. a record of limited contact with higher education faculty; and

6. the geographical distance between some institutions of higher education and the public schools.

Essential to addressing these limitations are the endorsement and commitment of segment heads and presidents of higher education institutions and the endorsement and commitment of the State and county superintendents of schools to improve significantly collaborative efforts. With such endorsement and commitment, gaining support from policymakers is more likely and the involvement of faculty more assured.

B. FACULTY WORKLOAD, INCENTIVES, AND REWARDS

1. Faculty Workload Measures

College and university faculty carry prescribed teaching and advisory loads. At the graduate level, the personal interaction between professor and student is vital and, of necessity, time-consuming. In addition, the professor is also expected to fulfill responsibilities for research and service. Service may include that devoted to the institution, to the profession, and to the community. Together, these duties often constitute more than a full workload.

From among a variety of sources, the Task Force selected for special consideration a higher education segmental report "Guidelines for Allocation of Faculty for In-Service Education" and a recent report from California State University on workload for in-service education. As the California Report notes:

"Effective in-service education must respond to formats from school districts which necessarily take the form of workshops, demonstrations, consultation, and follow-up activities rather than formal coursework. These non-course modes of instruction should be offered at times and locations convenient to teachers.

There are two ways which faculty can provide noncourse instruction as part of their workload. The local educational agency can "buy" a part of a faculty member's workload by providing the campus with reimbursement funds which can be used to hire a parttime instructor to assume part of the regular faculty member's assignment. Secondly, a faculty member may receive 'assigned time' to devote to in-service education. A faculty member may be assigned weighted teaching units for an unusually heavy responsibility in direct instructional activities, such as preparation for new courses, development of innovative programs, and providing special instructionally related services. The 'assigned time' for these activities results in a workload adjustment in a faculty member's direct instructional activities (classroom instruction). The use of assigned time is restricted because it penalizes an institution by cutting FTES which generate resources. Without faculty replacement funds, campuses cannot provide adequate instructional staff for regular courses. Moreover, campuses are limited in their ability to provide sufficient assigned time for this in-service education. Smaller campuses are especially constrained because their latitude for allocating resources is extremely narrow.

Current efforts are viewed as uncoordinated, and more systematic colloborative efforts with public schools were advocated. Faculty should be able to provide in-service as part of their regular teaching load, and travel and library support should be available to provide in-service at school sites located far from campus."

To address the need for more direct and personal contact between college professors and school teachers, workload formulas warrant examination. However, because of the complexity involved in implementation and the uniqueness of purpose and mission for each campus, the Task Force concluded that workload formula adjustments were best left to individual segments and campuses. For reference purposes, however, segments may wish to refer to "Guidelines for Allocation Faculty for Inservice Education"--a report developed by campus representatives and available through SBHE.

RECOMMENDATION 1: SEGMENTS ARE URGED TO EXAMINE THE RELATIONSHIP BETWEEN FACULTY WORKLOAD MEASURES AND THE ABILITY OF FACULTY, PARTICULARLY THOSE IN THE ARTS AND SCIENCES, TO ENGAGE IN COOPERATIVE ACTIVITIES WITH THE PUBLIC SCHOOLS

Because workload considerations are of critical importance to meaningful cooperation, the Task Force further endorses the recommendations of the 1979 MSDE report "A Maryland Plan for the Continuing Professional Development of Local School System Personnel." It speaks specifically to this issue. The report was drafted by leaders representing government, business, the community, elementary-secondary education and higher education. Their conclusions reaffirm the need for closer relationships between higher education and the schools and seek the involvement of higher education in providing professional development for teachers, administrators, counselors and other personnel, particularly for those who are "in the first and second years of employment or new assignment." A copy of the funding recommendations of this report is included as Appendix A. The complete report may be obtained from MSDE.

RECOMMENDATION 2: THE STATE SHOULD GIVE FAVORABLE CONSIDERATION TO THE "MARYLAND PLAN FOR THE CONTINUING PROFESSIONAL DEVELOPMENT OF LOCAL SCHOOL SYSTEM PERSONNEL" PREVIOUSLY PROPOSED BY THE MSDE.

2. Incentives and Rewards

The activity of higher education in the public schools is typically identified by the institution as a form of public service. Teaching, research, and public service comprise the essential responsibility of professors. As noted by Florestano and Hambrick,* "When public-service programs are critically discussed, talk of faculty rewards is almost inevitable." Providing rewards and incentives is the single most critical factor in determining the extent and effect of higher education's commitment to public service. In order to develop an adequate system of incentives, and to relate these incentives to an effort that can be effectively evaluated, it is necessary to distinguish between service that is profession-based and all other service activity. Working with public schools to improve curriculum and instruction is indeed "professional service."

*See Appendix B

Currently, many campuses have an informal reward structure for profession-related public service. This informal structure may include:

- giving faculty members release time from the performance of some their regular duties
- monetary payment
- in-kind assistance to faculty members, such as secretarial or graduate assistant support
- awards for outstanding professional service

Although these informal incentives are important, they may be inadequate unless a more formal reward structure is in place--a structure which includes tenure, promotion, and salary decisions. A formal structure requires an evaluation system based upon accepted definitions of what constitutes "professional public service" and established standards for evaluating the quality of service performance. Until these steps are taken, professional public service will continue not to be valued by university faculty members and administrators and, thus, not well rewarded.

Appendix B, "Rewarding Faculty Members for Profession-Related Public Service," includes a Faculty Performance Matrix conceptualized by Florestano and Hambrick. This matrix provides a definitional framework and an evaluation system which can be individualized to the mission and goals of a particular campus. The Task Force believes that the issues presented by Florestano and Hambrick and the approach devised by them to address these issues have great potential for translating theory into practice.

A systematic and effective effort by higher education for greater interaction with the public schools is dependent upon the value placed on such effort by the college or university and by those allocating funds. Faculty will determine whether that value exists by the rewards and incentives provided by the institution. To the extent that such rewards are in place and are perceived by faculty as effective, college/ school cooperation will be substantive and meaningful.

RECOMMENDATION 3: EACH SEGMENT OF HIGHER EDUCATION SHOULD CONSIDER A DEFINITIONAL AND EVALUATION SYSTEM ASSOCIATED WITH THE CONCEPT OF PROFESSION-RELATED PUBLIC SERVICE AS A MEANS FOR ENHANCING THE REWARD STRUCTURE FOR THE PERFORMANCE OF THAT ASPECT OF PUBLIC SERVICE.

PART II

A. REPRESENTATIVE CURRENT COOPERATIVE ACTIVITIES

There is a wide range of interaction between institutions of higher education and the public schools.* Higher education provides formal and informal campus and school-based in-service programs for teachers of all grade levels and in every discipline; volunteer tutoring programs offered by college and university students; advanced placement and concurrent enrollment programs; faculty exchange programs; and special emphasis programs in such fields as mathematics, science, computer science, writing, foreign language, and economics. A number of examples:

1. Responding to Areas of Teacher Shortages

Having recognized for sometime the growing shortages of qualified teachers in mathematics and the sciences, higher education has responded by greatly expanding its in-service offerings. These programs range from special teacher certification math and science workshops offered by Charles and Harford Community Colleges to a unique recertification program in mathematics and the sciences for teachers in Anne Arundel and Prince Georges County offered within the schools by UMCP. Similar programs in mathematics are provided by St. Mary's College for Southern Maryland, by Western Maryland for Baltimore, Howard, and Charles Counties, and by Washington College for shore counties. High school science teachers have been awarded teaching associateships at UMCP and pursue on-campus graduate studies while they work with University instructors and graduate assistants in improving instruction in introductory science courses. UMCP's Science Teaching Center is internationally reknown for its clearinghouse on school science materials and its public school curriculum development projects.

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*(See Appendix C for a detailed representative listing of cooperative activities. NOT INCLUDED in this report or in Appendix C are the scores of arrangements and activities which are presently part of undergraduate teacher education programs. The latter are integral components of the regular professional and academic degree programs. Therefore, the illustrations cited in this report are those which are voluntary and specially supported undertakings beyond teacher education programs.)

Intensive staff development work is a regular part of the program for Salisbury State College faculty who maintain in-service programs in mathematics, science, writing, and reading in the lower and upper shore counties. In a similar fashion, Towson State University is the host of the Maryland Writing Project and is one of the 109 sites of the National Writing Project. This project provides advanced training for outstanding teachers of writing. Washington College also participates in the Writing Project as a satellite campus.

Another academic area of enormous interest is computer science. It is becoming a field which is generally accepted by higher education as a "core" program---as basic and essential to the education of all students as is English, history, and the other arts and sciences. It is a field whose graduates are in great demand by business, industry, and government. Columbia Union, UMES, Bowie and Frostburg have provided consultative services to school systems and offered direct instruction to public school students and staff development programs for faculty. An interesting application of computers has been Goucher College's program for Baltimore City teachers using computers to assist in the teaching of writing.

2. Improving Transition from High Schools to College

If there is a crisis in science and mathematics education, there is an even greater crisis in identifying minority students for education and careers in these and related fields. Over the last several years colleges and universities have responded in a variety of ways to seek and recruit interested and capable minority students. Programs and Centers for minorities in science and engineering have been established at UMCP, Bowie and Salisbury State Colleges, UMES, MSU. The higher education staff associated with these centers and programs have worked with high school counselors to insure up-to-date academic advising and offered summer and academic year programs for high school juniors and seniors. They have also actively recruited promising minority high school students as college and univerisity majors in science, mathematics and engineering.

Nearly every college and university in Maryland has a concurrent enrollment program. These programs are intended to allow high ability high school students to enroll in collegelevel courses while they are completing their senior year. The program is carefully structured so that it complements the high school curriculum while it expedites the transition of these students into college. St. Mary's College, Bowie, Coppin, Frostburg, Salisbury State Colleges, Towson State University and the Community colleges have long-standing concurrent enrollment programs.

Washington and Western Maryland Colleges, among others, provide advanced placement courses in science for twenty selected high school students while Hood College offers qualified high school students the opportunity to take regular courses as enrichment.

Salisbury State, Johns Hopkins University and Goucher also have special enrichment programs for talented and gifted junior high school students during the summer and on Saturdays during the school year. The Salisbury program is team-taught by teachers from the college and the high school.

Unique in Maryland is another exciting innovation started by Salisbury State College faculty who have worked closely with high school faculty in the Eastern Shore Counties in offering college-level courses in the high schools. The courses and the examinations are developed by Salisbury's faculty but the courses themselves are taught by the high school faculty during the regular school day. Students who pass a challenge examination can be awarded college credits.

The community colleges of Maryland have been exemplary in developing articulated programs with the high schools. Hagerstown Junior, Catsonville, Essex, Frederick, Howard and Prince Georges Community Colleges have grants from the Maryland State Department of Education to promote more integrated 2 + 2 programs. The planning for these programs brings together teams of college and high school faculty who are developing a two-year high technology core curriculum at the high school and linking that curriculum with associate degree programs at the community colleges. The expectation is for a truly integrated four year course sequence that will result in advanced competencies in math, science and technology.

Other exemplary articulated community college programs are those in electronics, drafting, data processing, and industrial electricity involving Catonsville and Dundalk Community Colleges and the Baltimore County Public Schools; and the secretarial science program involving Hagerstown Junior College and the high schools of Washington County.

A similar effort, the "Bridge Project," allows students to transfer to Morgan State University after completeing a structured liberal arts core program at the Community College of Baltimore.

3. Providing Tutoring and Other Volunteer Services to School Students

College students at Frostburg State College, St. Mary's College and Johns Hopkins University have provided very needed tutoring services to public school students. Johns Hopkins directs its effort to high school dropouts and while the college students provide free tutoring, the University provides additional support through its library facilities. As part of its graduate reading program, Western Maryland offers a reading clinic for elementary school students. Columbia Union's TEACH-A-KID program makes use of volunteers from the College to assist in an afterschool reading remediation program at a nearby elementary school. All these services have been enormously popular and demand far exceeds the institutions' ability to comply.

Coppin State College and the students from its Departmental Honors Program have formed "buddy" relationships with ninth grade high ability students. The Coppin students serve as role models encouraging the high school students to achieve academically and eventually to pursue a college education.

A variation of the above is a program at Towson State University where senior students who are physics majors have volunteered to assist elementary school teachers in developing instructional activities in light and color, sound, stars and planets.

Allegany and Dundalk Community Colleges offer a number of summer enrichment programs for both elementary and secondary students including computer camps, a sculpturing and ceramics camp and Anne Arundel Community College encourages gifted and talented youngsters to enroll in regular college programs during regular school hours.

A final example of a special service provided by a college is Coppin State's campus SAT preparation workshops for metropolitan Baltimore high school students. In addition to preparing for the SAT's, the College also offers two six-session weekend classes designed to assist students in improving their general test-taking and study skills.

4. Faculty Exchange Programs

There is an enormous potential for both higher education and the public schools and their students to profit from faculty exchange programs. Noted earlier in this report were high school teachers who hold teaching associateships and are helping to improve instruction in College Park's undergraduate science program. In a similar manner, professors from Morgan State University, Western Maryland College, and University of Maryland-College Park, among

others, have taken over responsibility for teaching high school classes in English, philosopy, and advanced science. English faculty from Charles County Community College work with their counterparts from the public schools on their respective curriculum advisory committees and from time to time, they exchange classes on an informal basis.

In each instance, those involved have gained much; indeed few collaborate arrangements have proved to have been of more value than faculty exchange.

5. The Role of Higher Education and Staff Development in the Public Schools

There are countless interactions betwen college and university faculty and their counterparts in elementary-secondary education. They occur in the schools and on the campuses and involve every curriculum area. Some illustrations of more formal and structured arrangements include:

a) Montgomery College's "College-High School Connection Program" providing consultants to the public school faculty;

b) Centers of Economic Education at Towson and St. Mary's;

c) Goucher College's annual conference for Baltimore area guidance counselors.

d) A Western Maryland College and Carroll County middle school program to familiarize some 750 teachers and over 5,000 pupils with handicapping conditions and their implications for teaching and learning;

e) Morgan State University, Coppin State, Towson State University and UMBC's collaborative model involving core education faculty of the institutions and the Baltimore area public schools. The focus of this effort was educating learners with disabilities;

f) Coppin State College, Baltimore City Public Schools and Bank Street College of Education's Collaborative Teacher Education Project (COTEP). The project will develop and implement a model 5-year teacher training program designed to increase the effectiveness of urban educators.

g) Notre Dame College's in-service training program for the faculty of Public School 219 to study the mastery teaching techniques developed by the nationally known elementary education specialist, Dr. Madelyn Hunter.

h) Three UMBC summer institutes designed to improve the preparation of foreign language teachers principally in Baltimore City. A summer institute in Africa and African America History, culture and literature for secondary teachers of social studies and literature are also offered.

i) The Southern Maryland Regional Group for Foreign Language Teachers funded by a grant from the National Endowment for the Humanities and the Rockefeller Foundation at St. Mary's College of Maryland. Foreign language teachers from the College and the local school systems meet regularly for the purpose of improving language and literature instruction and articulation from K-College.

6. College and University Speaker's Bureaus

Each college and university maintains speaker's bureaus providing lecturers and demonstrations in nearly every aspect of the college's instructional and research program to the community in general and to students in elementary and secondary classrooms throughout the State. At St. Marys' College, for example, some 23% of the faculty participate in this service. Towson's "Dial-an-Expert" program offers more than 60 topics through the College of Liberal of Arts; currently 40 faculty participate. Active programs in every institution, public and private, make faculty and special services available to public schools on an intensive and regular basis.

* * * * * * * * * * *

The above is simply a small sampling of existing activities which has brought institutions of higher education and the public schools into working partnerships. As previously suggested, nearly all of these examples (and the more comprehensive selected listing in Appendix C) have been accomplished by local or federal funding and the voluntary effort of individual faculty. At the moment, there is little, if any, State funding, beyond present general funds, for supporting the systematic participation of arts and sciences faculty.

Recognizing that much more can and should be done, the higher education community is acting to do what it can to further these efforts. It has moved to examine and possibly revise its internal reward structures and reallocate resources to accomplish these goals. Beyond this, some additional resources are necessary. We believe that the Governor and the Legislature may assist by funding a program of incentives to encourage the planning, implementation and evaluation of unique and innovative collaboration projects.

RECOMMENDATION 4: THE STATE SHOULD ESTABLISH A SPECIAL FUND TO SUPPORT SPECIAL PROJECTS DESIGNED JOINTLY BY A PUBLIC SCHOOL SYSTEM AND A COLLEGE OR UNIVERSITY TO PROMOTE SUBSTANTIVE AND CONTINUING COOPERATIVE EFFORT.

B. PROJECT CONCEPTS CONSIDERED

The variety of cooperative projects already in existence demonstrates that a basis has been established for collaborative efforts between institutions of higher education and public school systems.

In this section, the Task Force lists a number of cooperative project ideas. These concept examples, developed by the collegiate institutions, are intended to suggest the wide range of activities which are possible.

Before any concept plan is implemented, it must be jointly considered by the public schools and the institutions of higher education and adapted so that collegiate and public school interests and objectives are served.

1. Partners for Progress: The Teaching Center Concept is designed to bring public school teachers together in regional training centers for designated disciplines.

Objectives:

To establish and maintain teaching centers for teachers of similar or cognate disciplines in public schools and colleges/universities for the following purposes:

a. Staff development for beginning and/or in-service training (retooling, etc.);
b. Development, review, and dissemination of curricula reflective of general and regional needs;
c. Analysis of new teaching methods and current pedagogical theories; exposure to testing methods and latest research designed to improve teaching;
d. Evaluation of needs and problems endemic to school systems.

Description:

Skills deficiencies, changing societal problems and and needs, new pedagogical theories and practices, changing demographic characteristics of school children, and new technology make staff development essential for delivery of excellent education. Perhaps educators will deal with these problems more successfully, if together, they build a collaborative structure which provides for mutual learning and planning among teachers and administrators from colleges/universities and public schools.

As a professional development resource concept the Teaching Center operates on a year-round site sponsored by a combination of local educational agencies or an educational service agency which serves teachers from the area. In short, the teaching center provides a vehicle for rich and varied programs of training and individualized attention to needs identified by components of the program. Each regional program would focus on a particular discipline or set of related disciplines and concentrate instructional resources and talent on the application of the latest research to classroom practice.

It should be noted that very successful and more broadly conceived college and university centers for preservice and inservice programs have existed in many Maryland counties for many years. This project proposes a further evolution of the center concept to a more selected academic discipline orientation.

2. Released time to allow higher education faculty to work in the public schools.

Objective:

To determine ways that higher education faculty, including those in liberal arts fields, may become more actively involved in the public school setting.

Description:

Higher education faculty involvement in the public schools may take several forms: (a) guest lectures, (b) exchange of faculty for a semster, or (c) sabbatical semesters full-time in the schools. There has been one instance where a college faculty member so qualified taught a high school English class assisted by juniors who would be next year's student teachers; the high school English teacher who was relieved of the class served as a supervisor of current student teachers at a school nearby.

Ideally, this arrangement requires released time and on-campus recognition as a legitimate part of the reward structure of the institution. Greater efforts are needed to secure acceptance of this role on the part of the college campuses.

This kind of interaction between the faculties of public schools and higher education will enhance articulation and a greater sense of teamwork in addressing the issues currently facing public education.

3. Released time for public school teachers to come to colleges and universities to take courses and provide instructional support.

Objectives:

a. To help colleges and universities learn from the teaching skills of intellectually able secondary school faculty.

b. To give high school faculty members an opportunity to teach and to study at universities and colleges.

Description:

One way to take advantage of this mutually contributory relationship is to offer high school faculty an opportunity to come to higher education instituions for a year both to study and to participate in the instructional program. That experience for both high school and university faculty can be enhanced if the relationship during that period is one of colleagueship rather than graduate student and faculty member as is so often the case.

Under such a plan the high school teacher is paid a stipend by the college or university to work with instructors in introductory undergraduate courses, helping them with teaching techniques and curriculum design. The teacher, who is on leave from his or her school system also takes graduate courses.

The problem with implementing a program like this is largely budgetary. Funds to "top off" the partial salary paid to teachers on leave from their systems is difficult to find. Some school systems make no provision for faculty leaves. State support would allow for an expansion of such programs beyond those institutions where it is available to one or two people each year. More widespread availability of this opportunity could enhance the mutuality of relationships between high schools and colleges that a program like this represents and which is the most desirable sort of public school-higher education cooperation.

Somewhat similar and very successful programs exist elsewhere including the Yale University-New Haven Project and the University of Pennsylvania's Academic Alliances: School/College Faculty Collaboratives program.

4. Mini-conferences designated to bring together faculty from higher education and the public schools to develop joint activities. Particular discipline areas of concern include: (a) science, (b) mathematics, (c) computer science, (d) foreign language, and (e) English. Approaches which would improve articulation between the high school and college are encouraged.

Objectives:

To establish mini-conferences in various regions of the State to bring together faculty of the same or similar academic disciplines from secondary schools and colleges/universities in order that:

A. faculty in the liberal arts departments, as well as in the teacher education department, in colleges/universities become actively involved with their counterparts in secondary schools;

B. faculty in both systems become aware of the ways in which they can be mutually supportive;

C. the combined faculty determine the feasibility of collabortive projects which will benefit the student.

Description:

Although many programs are in effect which form linkages between higher education and secondary education, it appears that few of those programs provide an opportunity for faculty in the various disciplines to get together to develop, implement, and evaluate collaborative projects. These projects could easily cover the areas of students, faculty and/or curriculum. For example, approaches could be explored (1) to ease the transition of honors students from high school to college; (2) to discuss the problems of underprepared students and possible solutions; and/or (3) to facilitate exchange between faculty on subject matter content and issues.

The area of curriculum would especially benefit from regular examination of high school and college courses by the respective faculties resulting in less overlap within the same subject areas and greater challenge to the students. Although this type of articulation would be beneficial in all disciplines, currently it would apppear to be most essential in the areas of science, mathematics, English, computer science, and foreign language.

The direct and personal dialogue essential to the development of such collaborative projects can only occur if specific steps are taken to bring the two groups of faculty together. Regional mini-conferences are a feasible approach to effect this.

5. Joint teacher education/staff development appointments in rural areas.

Objectives:

a. to make the most efficient use of the limited resources of small colleges and rural public schools;

b. to forge a true collaborative relationship between colleges and the public schools by granting high-level administrative responsibility for teacher education and staff development to a single individual; and

c. to create a working model in which teacher education and staff development operate as parts of the same continuum.

Description:

The above objectives stem from needs and interests that are most pronounced in the relatively isolated rural areas of the State, such as Southern Maryland and the Upper Eastern Shore. There, collaborative efforts have been difficult owing to the distance from major cultural and educational institutions. In addition, the rural areas lack the economic base of many of the more populous suburban counties, and thus financial resources for education are less readily available. Finally, many of the institutions of higher education serving rural areas are small and have a liberal arts (as opposed to professional training) focus. Thus, they usually are unable to provide the services that a college of education can.

To partially ameliorate this situation, this project concept proposes that the rural colleges and public schools merge their resources, and engage in the joint appointment of personnel. One possible avenue for such collaboration might be the creation of a position which entails responsibility for both pre-service teacher education and in-service staff development efforts. Ideally, the individual chosen would administer both operations, with offices and any supporting staff, located both on the college campus and within one of the board of education's buildings.

Such an arrangement would seem to promise advantages for both schools and colleges. For instance, the public schools could count on the college to provide courses and workshops on demand, and ones that would more likely be attuned to needs of school personnel than has been the case in the past. Similarly, the college could more easily place student teachers and tutors in field experience settings. For both types of institutions, greater articulation could be expected between their respective instructional efforts. Hopefully, this would mean that pre-/in-service education would become a true continuum and joint enterprise, wherein both schools and colleges play important and continuing roles from the freshman year at college on through the masters degree, and possibly beyond.

6. College and university faculty and/or graduate students teaching in the high school those subjects not typically part of the current school curriculum.

Objectives:

a. To enrich and augment the high school curriculum.

b. To improve transition from high school to college.

Description:

For certain select high schools, particularly those designated by their systems with a specialized mission, the value of offering a comprehensive curriculum and one which may demand higher levels of mastery, this approach is useful and effective. College instructors (faculty or advanced graduate students) could assume responsibility for teaching a single, special course in the school. These instructors would be specialists in such fields as psychology, philosophy, anthropology, economics, foreign languages, etc.

Under certain circumstances, these courses might be approved for articulation with a college program and might be taken for regular college credit or serve to replace a college program requirement.

These arrangements might be particularly appropriate for those faculty who could use such an assignment to fill out a normal on-campus teaching load. As an overload assignment, however, additional compensation for the college may be required.

7. Volunteer tutoring program staffed by college/university students for remedial and talented and gifted public school students.

Objectives:

a. To provide support for high school remedial students through individualized instruction and tutoring.

b. To enrich the high school experience for the gifted and talented.

c. To provide a student-to student bridge between high school and college experiences.

Description:

Peer tutoring programs--that is, college students tutoring other students--have been used with considerable success throughout the country as a way to help disadvantaged students achieve higher education objectives. More generally, studies have shown that student interaction within the prevailing student culture has a positive impact on the personal, social, and intellectual development of college students. Tutoring programs in the high schools provide many of these same benefits to college-bound students, and have the additional advantage of bringing students into the academic mainstream who otherwise might not end up there.

College-sponsored tutoring programs for high school students provide benefits on both sides of the tutoring relationship. Students being tutored receive needed instructional support as well as some important tips from one who is already there, on how to make it through that first semester. Tutors, on the other hand, receive valuable experience for a future career (teaching, counseling, etc.) or, in the least, participate in an extracurricula activity that can contribute to personal growth. The benefits are such that this kind of tutoring is occurring on a voluntary basis on many campuses throughout the State.

State support would make it possible to strengthen these efforts through paid cooperative education programs in teaching related curricula. Consideration might also be given to including tutoring programs as part of a State-supported financial aid work-study program for needy college students. Revenues appropriated for this purpose would likely be more than offset by a diminishing need for postsecondary remedial programs.

PART III

THE FACULTY ALLIANCE PROJECT--AN ACTION PLAN

After lengthy and careful consideration of the project concept examples previously described and the other elements and issues noted in this report, the Task Force recognized the emergence of a generic concept that represented the essence of the college-school collaborative process. Indeed, the Task Force believes that what it has termed the "Faculty Alliance Project" has perhaps the greatest potential for effecting a lasting, substantive, and beneficial impact on the teaching-learning interaction.

* * * * * * * *

Faculty Alliance Project - an action plan which helps to establish the integrity of the concept of the total continuum of education--elementary through graduate school and the shared responsibility for promoting practices which reinforce this continuum. This plan assumes that the elementary/secondary-higher education faculty relationship should be one of colleagueship rather than graduate student and professor as is so often the case.

Objectives:

A. To provide systematic and continuing opportunities for personal interaction between teachers from elementary/secondary and higher education.

B. To involve particularly higher education faculty from departments of arts and sciences.

C. To help colleges and universities learn from the teaching skills of intellectually able secondary school faculty.

D. To focus initially interactive opportunities in the following subject areas:

1. science
2. mathematics
3. English
4. Computer science
5. foreign language

Description:

A. Academic Subject Area Forums

This dimension of the proposed faculty alliance program would bring together teachers of the same discipline in one-to-one and small group interactions. These encounters would focus consideration on a particular problem, concern, or issue. These issues might deal, among other things, with a review of the latest educational research and its implementation for practice, mutual problems of curriculum development and curriculum requirements, approaches and possible solutions to the problem of the underprepared student, and the improvement of the transition of high school students to college. These Forums could be scheduled during planning periods, after school or evenings, on the weekend, or as part of a release-time program during normal working hours.

B. Faculty Development and Release-Time

Providing release-time for elementary/secondary and higher education faculty to engage in professional development and retooling opportunities including those which may be more formal and structured. A release-time concept might include the following:

1. Exchange guest lectures

2. Partial release from regular work schedule

3. Semester or year exchanges for study and/or teaching.

4. Sabbatical leaves

There is no question that structured release-time arrangements require special budgetary support to "top-off" the partial salary paid to school teachers on leave from their systems. Many school systems cannot afford such a leave policy under any circumstances. A similar situation exists at the college and university level. Some minimum funding to support this arrangement will result in benefits which will far exceed the initial investment.

A reiteration: Before this or any other concept is implemented, it must be jointly considered by the public schools and the institutions of higher education and adapted so that collegiate and public school interests and objectives are served.

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C. Related Possibilities

The "Alliance" concept might also include other dimensions such as:

1. The joint-appointment (by LEA and IHE) of personnel with staff development/teacher education responsibilities so that limited resources can be merged and directed toward the mutual goals of pre-service and in-service teacher education. This arrangement would promote an integrated, total continuum approach to teacher education and would be especially suitable for rural jurisdictions.

2. Higher education faculty and/or advanced graduate students teaching in the high school those subjects not typically part of the current school curriculum. Under certain circumstances, these courses could be approved for articulation with a college program and might be taken for regular college credit or serve to replace a college program requirement.

3. Volunteer tutoring program staffed by college/university students for remedial and talented and gifted public school students.

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A MARYLAND PLAN FOR THE CONTINUING PROFESSIONAL DEVELOPMENT OF LOCAL SCHOOL SYSTEM PERSONNEL

A REPORT OF THE TASK FORCE ON PROFESSIONAL DEVELOPMENT
TO THE EDUCATION COORDINATING COMMITTEE

JULY 2, 1979

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THE BLACK AND DECKER MANUFACTURING COMPANY

STEPHEN W. McNIERNEY
VICE PRESIDENT-BUSINESS ANALYSIS

TOWSON, MARYLAND 21204

June 21, 1979

Mr. J. Harrison Ager
Chairman
Education Coordinating Committee

Dear Mr. Ager:

I present herewith the report and recommendations of the Multi-Agency/Institution Task Force on Professional Development for local school system personnel.

You will note that the Task Force has restricted its attention to the inservice development of teachers and other education professionals. This was done in the interest of meeting the time frame originally suggested, and not out of any lack of appreciation for the importance of preservice efforts.

The Task Force itself is fairly representative of elementary, secondary and higher education in Maryland and, during the past nine months, has solicited the views of educators throughout the State (most notably during the March conference of 150 invited Maryland educators). Nevertheless, the Task Force has not discussed its conclusions or recommendations with the many groups and individuals who have a legitimate interest in these matters. We have thought it more appropriate to present our report and recommendations to the Education Coordinating Committee. Should you think them worthwhile, you will find appropriate ways to take them further.

Our principal recommendation is that the Education Coordinating Committee take on the professional development of Maryland teachers and other educational personnel as a continuing priority concern. We think it critical that Maryland institutions of higher education become more effectively involved with public school systems in identifying and addressing the real inservice needs of elementary and secondary school personnel. Only the Education Coordinating Committee represents both the State Board of Education and the State Board for Higher Education.

I commend to you the Task Force members and staff, from elementary and secondary as well as from higher education. They displayed both a willingness to rise above any narrow self interest and a diligence which, I believe, should commend their report to you.

Very truly yours,

Stephen W. McNierney
Chairman
Multi-Agency/Institution Task Force
on Professional Development

SWMcN:vsb

Enclosure

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Executive Summary

The following is a brief synopsis of the total report.

The Education Coordinating Committee (ECC) was established by the 1976 Maryland General Assembly to coordinate the policies and activities of the State Bo of Education, the State Board for Higher Education, the State Superintendent of Schools and the Commissioner of Higher Education. Early in its existence, the ECC adopted as No. 1 Priority the strengthening of inservice professional development for local school system personnel. ECC study and discussion of the surrounding issues and needs led to the October 1978 appointment of the Task Force on Professional Development which produced the present report.

The Task Force on Professional Development reviewed the work of previous study groups, heard testimony from Maryland public school and higher education personnel and reviewed professional literature. The Task Force also held a professional development conference at which approximately 150 Maryland educators heard from nationally recognized leaders and wrote over forty recommendations for Task Force consideration. Thus, the Task Force recommendations reflect the best thinking of a cross section of the Maryland education community and are tempered by consideration of exemplary programs in other states. Some of the many factors which provided foundation for Task Force recommendations are summarized in report Section II: Conditions, Trends, and Perspectives.

Prior to the writing of specific recommendations, the Task Force agreed on several foundational assumptions as guides to their deliberation. The assumptions, which appear in the introduction to the report, state that continuing professional development is essential, must be planned and organized, be based on staff and student needs and be accessible. Also, the most effective statewide effort must include roles for all involved or affected, plans must rest on a sound financial base, and there must be evaluation in light of the basic assumptions and goals.

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Policy Recommendations

The report recommends that the State Board of Education and the State Board for Higher Education provide foundation for collaborative effort in continuing professional development by adopting a common policy. The policy proposed contains broad goals relating to (1) the need for career-long professional development; (2) relationships among professional development and student performance, the perceived needs of personnel, local and State priorities, and intellectual and professional renewal; and (3) the efficient use of State resources. The proposed policy further declares the intention of the State Boards to have the ECC coordinate their professional development policy activities, to have local boards of education determine professional development needs, to establish appropriate advisory bodies, and to provide funds for meeting documented professional development needs.

The recommendations for action by educational agencies and institutions include several with implications for current policy or the adoption of new policy. Among these are recommendations that the two State Boards agree to refer to the ECC any professional development matter with implications for policy and that the Boards establish by joint action a State Professional Development Advisory Council advisory to ECC. In addition, the report contains recommendations to the individual State Boards and to local boards of education. The following is a synopsis.

State Board of Education: Require local plans which set forth local policy and administrative arrangements for professional development; require local or regional professional development advisory councils; provide, at State expense, professional development activities in support of mandated changes in curriculum and instruction.

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State Board for Higher Education: Include support of continuing professional development for local school personnel in institutional mission statements and request institutional plans; in consultation with the segmental governing boards, establish faculty workload definitions which equate professional development assistance to local school systems with on-campus student contact hours and equate such assistance with other factors within the traditional reward structures and promotional practices.

Local Boards of Education: Adopt policy which recognizes career-long professional development as an integral part of each employee's assigned responsibility; consider multiple opportunities for personnel to fulfill their responsibilities.

Strategy Recommendations

There are some common elements to the policy implementation strategies recommended to the several educational agencies and institutions. Primary are the recommendations which call for State and local advisory councils with broad representative membership and the designation of liaison personnel to ensure communication between and among agencies. Also, it is recommended that there be increased attention to coordination within agencies and institutions.

The present report does not address all current and emerging professional development issues. Therefore, an important strategy recommendation is that the State Professional Development Advisory Council, when created, study and propose appropriate action on several matters raised by participants in the March 1979 Maryland Professional Development Conference. A list of such matters appears as Appendix C.

Assuring the effective, efficient use of State resources was of much concern to the Task Force. For this reason, there are included among the strategy recommendations proposals for the creation of personnel and service information resource systems, for the reallocation of existing positions in State agencies and institutions of higher education, and for the coordinated administration by the State Department of Education of all funds received from State and federal sources for the support of continuing professional development activities.

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Fiscal Resource Recommendations

A Continuing Professional Development Fund is recommended. The annual appropriation for this fund to the Aid to Education Budget of the State Department of Education would fluctuate in correspondence with the State share of the basic current expense as calculated by the equalization formula. Seventy percent of the funds would be granted directly to local school systems. Fifteen percent would be available for State Department of Education programs planned cooperatively with local school systems. Fifteen percent would be transmitted to the State Board for Higher Education for allocation to public institutions of higher education on the basis of professional development services provided during the preceding year to the local school systems.

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27 It is RECOMMENDED that the State Board of Education and the State Board for Higher Education seek legislation to establish a Continuing Professional Development Fund.

28 It is RECOMMENDED that there be annually appropriated from the State General Fund an amount to be used exclusively for the continuing professional development of public school student-contact personnel; e.g., teachers, counselors, principals, librarians, paraprofessional aides and citizen volunteers. The funds to be annually appropriated should be in addition to the State share of the basic current expense as calculated by the equalization formula and equal to one (1) percent of that amount. (The Fiscal Year 1980 appropriation in the State Budget for basic current expense is $345,400,000, which would create a Continuing Professional Development Fund of $3,454,000.)

29 It is RECOMMENDED that the Continuing Professional Development Fund be included in the Aid to Education Budget of the State Department of Education and be expended for State Board of Education approved activities on the following basis:

A. Fifty-five (55) percent of the available funds will be transmitted to the local school systems on the same formula basis as is the State share of basic current expense. Transmittal will be contingent on State Board of Education approval of a local plan for assessing local professional development needs and for the design, conduct, and evaluation of systemwide professional development programs to be conducted during times when students are not in attendance.

B. Thirteen (13) percent of the available funds will be granted to local school systems on the basis of approved competitive proposals to collaborate with institutions of higher education on one or both of the following:

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1. Professional development to be conducted for the personnel of individual schools during the school day and planned with the involvement of the intended participants.

2. Professional development to be conducted during the school day for teachers and administrators in the first and second years of employment or new assignment and planned with the involvement of the intended participants.

C. Fifteen (15) percent of the available funds will be transmitted to the State Board for Higher Education for distribution to the public institutions of higher education with teacher education programs. Distribution will be on the basis of total noncredit continuing professional development activities during the preceding year on behalf of local school systems.

D. Fifteen (15) percent of the available funds will be allocated among State Department of Education continuing professional development activities planned cooperatively with local school systems and responsive to both local and State priorities.

E. Two (2) percent of the available funds will be granted to the local school systems on the basis of approved competitive proposals to collaborate with State institutions of higher education in research and development programs directly related to the improvement of professional development experiences for local school system personnel.

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Rewarding Faculty Members for Profession-Related Public Service

Professionally based public service is undervalued at most universities. Why? What can be done about this?

PATRICIA S. FLORESTANO and RALPH HAMBRICK

Within higher education institutions throughout the nation, the mission of teaching is usually accompanied by other related duties, which may vary according to the size of the institution and its source of funding. In most states, the teaching role includes requirements to conduct research and to provide public service. This basic tripartite mission is found not only in the major public universities but in other four-year and graduate public and private schools. The public-service mandate may be for service statewide or in specific geographical regions or for specific activities. In addition to allowing citizens, organizations, and government agencies to benefit from the institution's knowledge and resources, the provision of public service also maintains a strong partnership with state and local government agencies to help address and resolve public problems. For many institutions, the improvement of public service and the encouragement of the faculty and staff to take an active part in the delivery of public service are high priorities.

When public-service programs are critically discussed, talk of faculty rewards is almost inevitable. It is contended that public service should be but is not well rewarded in most university environments, and this absence of reward prevents the full development of outreach programs.[1] Herein will be discussed some reasons for the low regard for public service in the university reward system and some steps that can be taken to change it.

The subject of this analysis, however, is "profession-related public service," not the broader set of activities often included under "public service." Part of the difficulty in evaluating public service is the general lack of attempts to distinguish between activities that are and are not profession based. In *Evaluating Faculty Performance*, Richard I. Miller states, "For purposes of evaluation, public service and professional activities are usually lumped together, or public and university services are combined. Such procedures do not allow sufficient differentiation."[2] Profession-related public service is that service which requires the specialized education and experience that qualifies a person to be a faculty member.

There is a need on many campuses for attention to developing a more formal system of rewards for profession-related public service. Some of the rewards currently offered include

- Giving faculty members release time from the performance of some of their regular duties
- Monetary payment to faculty members comparable to payment to an outside consultant
- In-kind assistance to faculty members, such as secretarial or graduate assistant support
- Awards (with or without a cash component) for outstanding professional service.

As incentives, some of these rewards may be quite important. Nevertheless, they are likely to be inadequate without an accompanying formal reward system.

Several reasons may account for the fact that professional service is not highly rewarded in tenure, promotion, and salary decisions in most universities. They include:

1. Public service is so loosely defined that profession-related and nonprofession-related services are not distinguished from one another.

2. Because good measures of professional public service do not exist, it is difficult to distinguish the excellent from the good, the good from the mediocre, or the mediocre from the poor.

3. Professional public service is not highly valued by university faculty members and administrators and, thus, not well rewarded.

Most likely, items one and two above contribute substantially to item three. Therefore, if professional public service were more crisply defined and if good qualitative measures were developed, the value accorded it and its importance in faculty performance evaluation would increase.

Addressing the definitional problem. Public service, as it ordinarily occurs in a college or university, means different things to different people. It is, therefore, nearly impossible to use the *public service* label to focus attention on professionally based service for client groups. Several perceptions interfere.

- Public service is often thought to mean, or at least to include, university committee assignments, campus politics, and so forth.
- Public service is often thought to refer only to work performed free, with no cost to the service recipient and/or with no remuneration to the persons providing the service.
- Public service is often thought to be synonymous with good citizenship.

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1. Among many other written documents, this position is maintained in Samual K. Gove and Elizabeth K. Steward, eds., *The University and the Emerging Federalism: A Conference on Improving University Contributions to State Governments* (The Institute of Government and Public Affairs, University of Illinois, 1972); Marianne B. McCarthy, "Continuing Education Service as a Component of Faculty Evaluation," *Lifelong Learning: The Adult Years*, May 1980, pp. 8–11, 24–25; John N. Lein, Thomas Cullen, Angela Liston, and Patricia Lind, "The Faculty and Continuing Medical Education: An Attitude Survey," *Journal of Medical Education*, Vol. 56, September 1981, pp. 737–41; James C. Votruba, "Faculty Rewards for University Outreach: An Integrative Approach," *Journal of Higher Education*, Vol. 49, No. 6, 1978, pp. 639–48; Donald E. Hanna, "Strengthening Collegiate Faculty Rewards for Continuing Education," in James C. Votruba, Ed., *Strengthening Internal Support for Continuing Education* (San Francisco: Jossey-Bass, 1981).

2. Richard I. Miller, *Evaluating Faculty Performance* (San Francisco: Jossey-Bass, 1972), p. 64.

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- Public service is often thought to apply only to work in the public sector—i.e., government or community groups—and not to work that is done for profit-making organizations.
- Public service is often thought to be distinct from instruction and research when, in fact, most public service is instruction or research or both.

All of these perceptions of public service tend to inhibit evaluative attention to professionally based work for university clients, largely by diluting the professional component of public service. Hence, it may be necessary to abandon the term *public service*. Perhaps terms such as *professional application* or *knowledge services* could be used to designate those portions of service that are professionally based.

One step toward resolving this definitional confusion, much of which results from lumping activities of different value into the same categories, is to develop finer distinctions through a larger number of categories. The Faculty Performance Matrix below offers such a refinement by creating nine performance cells rather than the traditional three.

The matrix offers several advantages as a definitional framework for faculty evaluation. First, it provides clearer distinctions. It helps clarify the confusion often generated when the attempt is made to subsume all faculty performance under the three categories of teaching, research, and public service; for example, it shows that "service" and "professional application" need not be synonymous. Many activities conducted for professional clients are clearly instructional or scholarly in character. In turn, many activities often included in the service category are not professionally based. As the matrix indicates, professionally oriented work in the university can be predominantly instruction, research, or service. Further, service can be academic, professional, or avocational. The focus of this discussion, profession-related public service, is on those activities in the "professional" column of the matrix.

A second advantage of the matrix is that it acknowledges the value of different pursuits. For example, one university, school, or department could choose to emphasize instruction, whether that involved credit instruction, continuing professional education, or hobby courses. Another might attempt to promote a well-rounded professional program including academic and professional instruction, basic and applied research, and service to professional groups. Still another might give first priority to academic scholarship. Thus, the matrix can be adapted to many different systems of values and priorities.

The matrix can also be used by individuals to define their own unique configuration. For example, even if an institution required a contribution in teaching, scholarship, and service, an individual might be allowed to choose among academic, professional, and even avocational pursuits. A person in this situation might, for example, emphasize academic teaching, professionally oriented or applied research, and service through professional consultation.

Professional public service is not highly valued by university faculty members and, thus, not well rewarded.

Another important advantage of the matrix is that it enables the identification and highlighting of profession-related work that otherwise might be buried and ignored. In a traditional framework, for example, it is not uncommon for client-oriented applied research to be ignored or discounted because it is not academic—e.g., not published in a refereed journal—and has no impact on the public service category because it is assumed simply to be good citizenship. In the matrix, applied research becomes a profession-related evaluative category in its own right that can be given substantial weight.

In establishing a performance appraisal system that includes professional service, one may face two different situations. One involves a single faculty with all members hired under a university's academic program. The second contains two faculties, one hired under the academic program and the other employed for professional service, research, or other duties. In the first, academic faculty members are the only ones engaged in professional service while, in the second, both academic and nonacademic faculty members are involved. In the latter, it is necessary to decide whether both faculties will be evaluated under the same system or whether two evaluation systems will be used. The matrix can be used as the basis for designing two evaluation tracks or as the framework for a single system acknowledging that weights may vary from individual to individual.

Distinguishing good from mediocre: the measurement problem. As mentioned previously, qualitative measures for professional services are weak. A committee may perceive that it has no basis for determining whether a given performance is poor or excellent. A good argument could be made that measures of credit instruction and academic research are not especially strong or appropriate; however, measures are available in those areas if evaluators choose to use them. Student evaluation of teaching performance has become nearly universal, and the number of articles published in refereed journals is a common standard of evaluation. Unfortunately, profession-related public service has no equivalent measures that are so easily employed or accepted.

Profession-related public service includes professional continuing education and training; applied, problem-oriented research; and consultation, technical assistance, and client services. Accordingly, the following factors should be considered in the evaluation of performance and the development of improved measurements:

- impact
- intellectual and professional soundness
- administrative efficiency and effectiveness
- marketability and client appeal.

Impact. This factor pertains to the effects of performance. What difference did the work make? Was a management analysis used to reshape the organization? Did a policy study alter legislation or agency guidelines? Did participants perform more effectively after the training program? And so forth.

Impact is not always easy to discern, especially in the time frame required for faculty evaluation. Several factors account for the difficulty: impact may not occur or be observable immediately; professional faculty work may not be implemented until after the evaluation period has passed; and cause and effect may be difficult to determine. A dozen "causes" may be competing for credit for some favorable result and a similar number scrambling for cover in the face of a failure. Further, even if a favorable result can be attributed to an individual faculty member, what value should it be given in an evaluation? Despite these questions and problems, impact does have potential use in faculty evaluation, at least in some cases.

Several types of evidence might be used in the effort to gauge impact:

- evaluation studies, including on-the-job assessments of training effectiveness

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Faculty Performance Matrix

A Guide To the Analysis of Faculty Performance in the Areas of Teaching, Scholarship, and Service

Activity	SPHERES OF APPLICATION		
	Academic	*Professional*	*Avocational/Citizenship*
TEACHING (Classroom and other activities closely related to instruction)	Credit courses, on and off campus	Professional continuing education and training	Personal interest and leisure courses
SCHOLARSHIP (Research and dissemination of knowledge in publications or other tangible forms)	Publication based on basic or disciplinary research; scholars and students as primary audience	Products of applied research; practitioners as primary audience	Writing about personal experiences, hobbies, and other topics not related to academic or professional duties
SERVICE (Individual effort, group or committee activity, administration)	University administration, committee work, and other responsibilities, identified by organizational level. Contributions to academic societies	Professional practice and service to clients; advisory and consultative services to government or professional agencies and organizations. Contributions to professional societies	Nonprofessional contributions in civil, religious, other activities

- letters or other documentation from service recipients
- some items in workshops and training program evaluations
- interviews of service recipients.

Intellectual and professional soundness. One might argue that intellectually and professionally sound work will have the greater impact, making the "soundness" dimension redundant. However, for a variety of reasons, including time lag and intervening factors, this may not be the case. Thus an internal quality review is appropriate and important. Does the work represent state of the art? Does it meet appropriate professional standards? Does it exercise the faculty members' intellectual skills?

The difficulty with this dimension, of course, is that it requires work and judgment on the part of reviewers or someone they designate. In research, an assumption that a journal editor has already made the qualitative judgment allows a simplistic university review. However, without a system for this delegated judgment, not usually available for profession-related public service, a greater burden is placed on reviewers.

In evaluating intellectual and professional soundness, the following might be considered:

- copies of workshop syllabi, training materials, research reports, and so on
- components of training evaluations
- observation of workshop performance
- evaluations of work by appropriate external scholars and professionals.

Administrative efficiency and effectiveness. In many, if not all, professional service roles there is an administrative component. How effectively is this role carried out? Are activities well planned? conducted in a timely fashion? Does the activity conform to the budget? And so forth.

Performance assessments can be based on

- reaction by clients to administrative effectiveness
- evaluation by supervisor, peers, subordinates
- administrative documents such as plans and reports.

Marketability and client appeal. Like credit instruction, profession-related public service must pass a market test. Old clients must be satisfied and new ones attracted. What score does a faculty member's work get on the market test? Are his or her services in demand? Do his or her continuing education programs attract the targeted audience? Is this person invited to do repeat work?

Clues on this dimension may be obtained from

- components of instructional evaluation
- records of repeat work requests
- letters from clients
- interviews with service recipients.

The value question. Definitional clarity and a basis for qualitative judgment are necessary but not sufficient in themselves. Profession-related public service must be *valued* if it is to be rewarded. In a brief essay, Walter V. Hohenstein suggests six reasons for the low status of service in the evaluation of faculty activities. The reasons he cites are

1. Lack of tradition
2. Lack of inclusion in training
3. Complexities and breadth of the service function
4. Difficulty of measuring and comparing
5. Peer system of evaluation currently in use
6. Confusion between time spent in service and the results of that service
7. Failure to provide equal visibility to enhance career mobility
8. Failure to achieve a "multiplier" effect.

Hohenstein's third and fourth suggestions recall the definitional problem and the difficulties of evaluation discussed above. His sixth item, which entails faculty members describing their service work only in terms of an input, time spent, rather than in terms of products and outcomes, is adequately addressed by the above discussion of evaluative dimensions and their documentation.[3]

Lack of tradition. Tradition does have an important impact on behavior, and tradition cannot be manufactured instantly. Therefore, its ill effects can only be overcome with the passage of time. Through the extension service, the expansion of continuing education programs, the continuing importance of management centers for business training and institutes of government for public-sector applied research and service, an American tradition of professional public service may well be on its way.

Lack of inclusion in training. Whereas research is at the heart of Ph.D. programs that produce new faculty members, and teaching is at least observed if not practiced or studied, professional service is not commonly a part of graduate education although some graduate students do get apprentice

3. Walter V. Hohenstein, "Service: The Neglected Person of the Academic Trinity," *National Forum*, 40:18–19.

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work through assistantships in centers, institutes, and bureaus.

A more conscientious incorporation of professional public service into graduate programs may provide an important long-range opportunity for improving its status. Faculty members who do double time with academic instruction and professional service work are in a good position to build such concerns into their courses. Fields that have a strong professional orientation, such as public administration, could more formally build service skills into their curricula. Program additions could include education in relevant methods of analysis, such as "action research" and management analysis; presentation skills, such as training and briefing; consultation, such as counseling and interviewing. Traditional dissertations could be given an applied or policy orientation without loss of rigor.

Peer systems of evaluation. An attempt to modify the effects of the peer system on the value given to professional public service might result in departure from the peer system itself or changes in the conditions under which that system operates. Of course, peer review is so entrenched that an effort to abolish it is unlikely to be productive. Changing the conditions of its operation, however, may provide results.

The peer system does not typically operate on the basis of independent evaluations from reviewers outside the institution, but rather on the collective judgment of fellow faculty members. Teaching appraisal relies largely on student evaluations systematically compiled from questionnaires. However, it is rare for reviewers to observe and evaluate teaching performance directly in the classroom. Research is typically evaluated not through careful reading of written material by review committee members, but by means of the acceptance of the judgment of editors whose journals are ranked according to some unspoken agreement about degree of prestige.

Those involved in profession-related public service, rather than bemoaning the fact that their work is not given its due, should develop their own system(s) of primary judgment, which can form the basis on which review committees make secondary judgments.

Some developments of this sort are already under way. The Southern Consortium of University Public Service Organizations has developed a publication review program to evaluate the quality of materials produced for professional service purposes. Books, monographs, handbooks, training packages, and nonprint products such as videotapes are given editorial review. The editorial board is composed of individuals with recognized academic credentials, service organization professionals, and practitioners. If a manuscript is approved, a statement indicating organizational approval is included in the publication, and a list of publications certified by the editorial board is circulated annually. This effort is one step toward building in first-line judgment of professional service quality, which can be used by on-campus faculty review committees. As such, it is a direct parallel with systems operating as key support mechanisms for peer review in other parts of the faculty evaluation process.

Failure to provide equal visibility to enhance career mobility. One of the critical factors in faculty evaluation, sometimes explicitly included, is whether a faculty member is known and respected by persons outside the campus and to what extent—local, state, regional, national, or international. Such name recognition provides psychic income and a boost in an increasingly tight job market for the person who may wish to advance his or her career by moving to another institution. Publication in accepted journals and books provides wider public exposure than does professional public service. Hence, increasing the status of professional public service at one university may not add significantly to faculty mobility if a similar change is not made at other institutions.

Failure to achieve a multiplier effect. An invention or scientific finding may be used by millions of people, and a discovery may be the springboard for many future discoveries. A best-selling text will influence thousands of students even though the author of that book may interact with far fewer people in actual classroom instruction. In terms of visibility, most professional public service is more like classroom instruction than a scientific breakthrough or best-selling text. The potential for a chain reaction is rare: the numbers of people directly affected are relatively few. This comparison makes research more attractive than either teaching or professional service because there is more potential for massive public impact. The comparison is probably an illusory one, however. Although in research the potential for the big strike is there, that level of success is rarely achieved. For every best-selling text, dozens achieve only marginal success, or do not get past the publisher's review desk, or remain unfinished in file drawers. Research and writing is a high-risk enterprise.

While the payoff of research is sometimes exaggerated, the benefits of teaching and professional public service are sometimes underestimated. Teaching can have a profound effect on students; professional service can bring about millions of dollars in administrative savings or affect countless persons through a shift in policy. Of course, the likelihood of massive impact by any given individual in any of the three arenas is small.

Prospects for increased value. At first glance, the reasons for the low status of professional service appear well entrenched. But are they actually so? Substantial change, even in a system so time-honored as the one encompassing teaching, research, and service, is possible. The end of the baby boom and the financial troubles of institutions of higher education have set the stage. There are steps that can be and, in some cases, already are being taken to raise the value of profession-related public service. Such steps will increase the rewards associated with the work and, in turn, the quantity and quality of professional public service offered by universities. ☐

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APPENDIX C

Representative Examples of Cooperative Arrangements Between Maryland Institutions of Higher Education and the Public Schools

1. **RESPONDING TO AREAS OF TEACHER SHORTAGE**

Community Colleges

THE COMMUNITY COLLEGE OF BALTIMORE has developed a one-year Special Eduction Assistant certificate program at the direct request of the City of Baltimore public schools. The program is designed for teachers who already have their certificate in early childhood education. It was requested as a support system for teachers as they adapt to the new city policy of "mainlining" disadvantaged and handicapped students into regular classes.

CHARLES COUNTY COMMUNITY COLLEGE offers teacher certification workshops for the math/science faculty in the county schools.

HARFORD COMMUNITY COLLEGE offers a retraining program for teachers. The purpose of the program is to move existing personnel into areas of critical teacher shortages such as math and science. The program was developed in cooperation with the Superintendent's office.

State Colleges and Universities

ST. MARY'S COLLEGE has jointly established with the county schools an "In-Service Mathematics Certification Program," whose purpose is to alleviate the shortage of certified secondary Mathematics teachers. Designed for individuals who already hold a teaching license in another area, the program consists of a two-year sequence of courses leading to eligibility for a mathematics endorsement on the existing certificate. The component courses, primarily in mathematics content, are not special offerings designed for teachers, but rather regular courses selected from the College's curriculum which have been deliberately scheduled at convenient times for classroom teachers.

BOWIE STATE COLLEGE offered computer workshops in the summer of 1983 for teachers from Anne Arundel and Prince George's County School Systems. The program was presented to familiarize the teachers with the basic concepts and uses of computers. Special courses have been developed to provide an introduction to BASIC, discuss the use of existing hardware and software, and identify resources for the classroom teachers.

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University of Maryland

UNIVERSITY OF MARYLAND - COLLEGE PARK established a Science Teaching Center which maintains one of the most extensive collections of science teaching materials in the world, and is continuously involved in helping schools throughout the area with science curriculum development. A recent example of the Science Teaching Center's activities was a meeting of the Maryland State Department of Education to discuss the new Science Curriculum Framework with an eye toward improving articulation between high school science courses as well as soliciting the participation of University scientists in the development of curriculum responsive to the new framework.

UNIVERSITY OF MARYLAND - COLLEGE PARK has ongoing programs for the in-service preparation of mathematics teachers in both Anne Arundel and Prince George's Counties. The Anne Arundel County program also includes the development of new areas of science teaching competency for those already certified as science teachers. Accompanying the development of new teachers for these areas in which there is a teacher shortage, is support of high school science departments in the development of new science courses.

Independent Colleges and Universities

WESTERN MARYLAND COLLEGE has presented a four-year sever of activities through a joint proposal funded by the State for the College and the Carroll County Public Schools. The purpose of the series in all of the county's middle schools is to familiarize both faculty and pupils with handicapping conditions and the implications thereof for teaching and learning. The project served 750 teachers and over 5,000 pupils.

WASHINGTON COLLEGE has operated a retraining program for mathematics teachers on the Eastern Shore.

2. IMPROVING TRANSITION FROM HIGH SCHOOL TO COLLEGE

Community Colleges

ALLEGANY COMMUNITY COLLEGE and the Board of Education of Allegany County have jointly approved a resolution endorsing articulation. Negotiations are currently underway between groups of faculty and teachers for the purpose of articulating courses in the areas of secretarial science, data processing, and media technology. The first articulated courses, whereby students will receive academic credit for selected introductory level courses at the high schools, will be offered in the 1984-85 academic year.

THE COMMUNITY COLLEGE OF BALTIMORE Bridge Project, funded by the Ford Foundation of New York, is designed to help highly motivated students make smooth transitions from their high schools to the two-year Arts and Sciences program at the Community College of Baltimore and then from the Community College of Baltimore to the four-year institutions. The project has brought together community college faculty, high school teachers, and representatives from Towson, Morgan, Coppin, and the University of Baltimore for that purpose. These efforts have resulted in a comprehensive revision of the college's Arts and Sciences curriculum, including a selective admissions policy.

CATONSVILLE, ESSEX FREDERICK, HAGERSTOWN, HOWARD, AND PRINCE GEORGE'S COMMUNITY COLLEGES are developing 2 + 2 curricula in high technology areas in cooperation with the public schools. The colleges are using grants from the Division of Vocational-Technical Education, Maryland State Department of Education to bring together teams of faculty and public school teachers for the purpose of developing two-year high technology core curricula at the high schools and then linking those curricula with closely articulated degree programs at the community colleges. The goal is to put together four-year programs that will result in high level competencies in math, science, and technical areas.

CHESAPEAKE COLLEGE has developed county-wide articulation agreements with the Boards of Education in both Dorchester and Caroline Counties. The purposes of these agreements are to facilitate student movement between secondary and postsecondary levels of education while at the same time minimizing duplication of instruction and maximizing the use of equipment, facilities, and faculty. It is projected that as a result of these agreements, the staffs of the college and public schools will meet to identify suitable programs for articulation and then develop individual Letters of Agreement as appropriate.

DUNDALK COMMUNITY COLLEGE has developed articulation agreements with the Baltimore County Public Schools for its data processing, heating/air conditioning, and industrial electricity occupational programs. Through these articulation agreements, students can earn from 4 - 12 credits at Dundalk Community College for course work completed at the high schools.

ESSEX COMMUNITY COLLEGE has provided assistance to county high schools in conducting a comprehensive evaluation and revision of college prep curricula. The College Entrance Examination Board has designated the Baltimore County high schools as a "model" (one of 12 nationally) to be reviewed and observed as part of its Project Quality undertaking. As part of this effort, Essex Community College has reviewed the admissions requirements of all surrounding colleges with an eye to how the revised college prep curricula meet these requirements. That information was shared with the high schools and incorporated into the curriculum development efforts.

HAGERSTOWN JUNIOR COLLEGE has negotiated a county-wide articulation agreement with the Board of Education in Washington County. From the general articulation agreement signed in April 1978, program articulation agreements have been developed in biology, English, nursing, secretarial science, and language. Through these agreements, students can earn up to 12 credits towards an A.A. Degree at the college.

HOWARD COMMUNITY COLLEGE has developed articulation agreements with the local high schools whereby students can earn advanced placement and college credit in the college's Secretarial Science and Electronics programs through course work completed at the high school.

State Colleges and Universities

BOWIE STATE COLLEGE, COPPIN STATE COLLEGE, FROSTBURG STATE COLLEGE, SALISBURY STATE COLLEGE AND TOWSON STATE UNIVERSITY offer concurrent enrollment programs to allow high ability senior high students to enroll in college-level courses while they are completing their senior year in high school. The students are recommended for the program by their principals/counselors/teachers. The courses are non-duplicative of high school offerings.

COPPIN STATE COLLEGE initiated in June 1982 on and off-campus SAT preparation workshops for metropolitan Baltimore high school students. The workshops provide a minimum of fifteen hours of instruction in mathematics, verbal skills and written English. The sessions culminate in students taking the SAT free of charge at the College under actual testing conditions. Their scores cannot be used at other colleges and universities; however, most students sit for the testing and perceive it as excellent practice. The College also offers two six-session weekend classes designed to assist students in improving their test taking and study skills.

COPPIN STATE COLLEGE and its Departmental Honors Program students have formed "buddy" relationships with ninth-grade high ability students at Edmondson High School. Coppin honor students serve as role models to encourage the high school students to achieve academically and eventually to pursue a college education. In February 1984, Coppin students went to Edmondson for a "get-acquainted" social, hosted by the high school students and their parents. In April 1984 Edmondson students attended the spring honors luncheon and honor societies inductions and toured the campus.

FROSTBURG STATE COLLEGE has for years conducted an Upward Bound Program which provides educational and cultural experiences for disadvantaged high school students. This program provides an intensive summer experience with a follow-up during the academic year. The program is diversified with special attention coursework, advising, tutoring, study and test-taking skills.

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MORGAN STATE UNIVERSITY recently established articulation dialogue with the Community College of Baltimore. Called the Bridge Project, this articulation effort begins at the high school level when CCB recruits students and directs them to a liberal arts curriculum established by the college.

To facilitate smooth transition to College/University, CCB and Morgan developed a liberal arts program which permits students to receive the A.A. degree at CCB and earn the B.A. at Morgan. Morgan intends to establish similar articulation programs with other junior colleges.

SALISBURY STATE COLLEGE faculty have collaborated with high school faculty in the Eastern Shore Counties to offer college-level courses in the high schools. The curricula for the courses and the examinations, the same as for the regular courses at the College, are developed by Salisbury's faculty. The high school faculty teach the courses during the regular school day. Students are recommended for the program by principals and teachers. Students who pass a challenge examination can be awarded college credit.

University of Maryland

UNIVERSITY OF MARYLAND - COLLEGE PARK sponsors the Upward Bound Program originally funded by the Federal Government, but now 70% supported by State funds, which has been in existence for 18 years. The program serves 125 high school students on Saturdays and during the summer, coaching them on basic skills and providing them with an awareness of opportunities for careers and further study.

Independent Colleges and Universities

WESTERN MARYLAND COLLEGE has developed advanced placement for selected high school students. It also sponsors a reading clinic for elementary students in conjunction with a graduate reading program.

3. PROVIDING TUTORIAL AND OTHER SERVICES TO PUBLIC SCHOOL STUDENTS

Community Colleges

ALLEGANY COMMUNITY COLLEGE offers a number of summer enrichment programs for students from the public schools. These include computer camps, one for 9-12 year olds and another 13-15 year olds, where students are taught basic programming and introductory microcomputing concepts. The college also offers a typing skills program for high school students and an SAT preparation workshop for students 16 and older.

ANNE ARUNDEL COMMUNITY COLLEGE, through its Gifted and Talented Program with the public schools, accepts 5 to 10 gifted elementary and secondary students for studies at the college each semester. These students must be nominated by appropriate school officials in order to participate in the program. Once nominated, they can enroll in the regular community college programs during regular school hours.

DUNDALK COMMUNITY COLLEGE offers a number of summer camps for public school students. In summer 1984, four computer camps were offered and filled -- two for the 9-12 age group and two for the 13-16 age group. A sculpturing and ceramics camp is also offered.

ESSEX COMMUNITY COLLEGE offers courses on Saturday for art students designated as gifted and talented by the public schools.

FREDERICK COMMUNITY COLLEGE works in cooperation with the public schools in identifying gifted and talented students and accepting them into regular classes offered at the college.

HAGERSTOWN JUNIOR COLLEGE provides facilities on its campus for an Early Childhood Center operated by the public schools. The college uses this day care facility as an internship site for its Early Childhood Education Associate Degree program.

State Colleges and Universities

BOWIE STATE COLLEGE initiated in the summer of 1984, a Careers in Science Project for minority high school juniors. Twenty-five eleventh grade students from the public schools of Prince George's and Anne Arundel Counties will be invited to participate in the project designed to (a) develop a pool of minority high school juniors interested in careers in science, mathematics and engineering; (b) provide the students with enrichment course work and laboratory experiences in science; and (c) provide support services for participants during the academic school year following the summer experience.

BOWIE STATE COLLEGE offered during the summer of 1984, computer camps for students enrolled in the local public schools. Its purpose is to present the basic concepts of computers and their uses to students of various ages. The College is also conducting a survey to determine interest, within the local areas, in the development of Parent/Child Computer Workshops.

FROSTBURG STATE COLLEGE established in 1974, a tutoring program which was formalized to a greater extent in 1979. The tutoring program involves Frostburg's students working with public school students recommended for the program from the area school systems. The College finds that it cannot meet the demand; many students repeat the experience and public school students are often in the program for years.

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MORGAN STATE UNIVERSITY conducted a pilot project with Walbrook Senior High School in response to a request from the Baltimore City Schools' Administration. Professors and Philosophy seniors from the Department of Philosophy taught courses in logic and history of Western civilization and ideas. The project was highly successful. In fact, the Department of Philosophy is in the process of preparing to conduct a similar project at Northern High School in Baltimore.

MORGAN STATE UNIVERSITY sponsors the MARCS Project (Minority Access to Research Careers in the Sciences). The goal of this project is to encourage high school students to pursue careers in reserch in the biological sciences. It is a known fact that minorities are very marginally represented in this area, especially at the doctoral level. Attempting to address this problem, Morgan's Biology Department sought and received a grant from the Federal Government intended to bring high school students to campus during the summer months. At such times, students attend seminars, lectures, and other activities designed to stimulate interest in the biological sciences.

MORGAN STATE UNIVERSITY conducts a program at the Lawrence Paquin School for Expectant Mothers. This school exists to help teenage expectant mothers continue their education while awaiting the birth of their children. Two professors, one from Sociology and the other from the Department of Human Ecology in cooperation with the Principal of the Paquin School, have initiated a program to help these mothers continue their education into college.

The reciprocal nature of this linkage by these two institutions encourages the students to remain in high school and pursue higher education. This process will produce better parenting as well as productive citizens.

MORGAN STATE UNIVERSITY sponsors the Annual Science Fair which brings high school students to Morgan's campus each spring for one full day of activities is the keen competititon for prizes awarded for experiments in Biology, Physics, and Chemistry.

One purpose of the Fair is to encourage aspiration to excellence among high school science students. Another objective is to stimulate interest in purusing higher education in the sciences.

SALISBURY STATE COLLEGE established in Fall 1983 a "Super Saturday" program, designed for academically talented seventh through ninth grade students on the Eastern Shore. The program includes college-level courses, non-duplicative of courses offered in the public schools, which meet for ten three-hour sessions during the semester and two two-week sessions in the summer. The staff has been comprised of college and high school teachers. Classes are filled with an eye toward attaining a diversified mixture of students.

SALISBURY STATE COLLEGE since 1970 has cooperated with the Maryland Academy of Sciences and with the local high school systems in Wicomico, Worcester, Somerset and Dorchester Counties in the presentation of in-depth science seminars for junior and senior high school students. Students are screened by their high school teachers/principals and recommended to the Academy. The Academy staff assigns students to the seminars, which are in-depth experiences (approximately 20 hours) in one scientific area; e.g. microbiology, animal physiology, etc. Salisbury's program has been cited by the Academy as a model program.

TOWSON STATE UNIVERSITY, through the Social Science component of the College of Liberal Arts, sponsors a day on campus for students from surrounding schools. The program includes a keynote address and small group presentation which carries out a unifying theme in Social Sciences. The departments of English, Modern Languages, and Business sponsor similar days for high school students each year.

TOWSON STATE UNIVERSITY'S Physics Department has initiated during Spring 1984 a pilot program in which its senior students will volunteer their services to assist elementary school teachers in areas such as developing activities in light and color, sound, noise, music, stars and planets. The Physics Department has decided to expand its current involvement in local education activities and at the same time to improve the level of its students training and perhaps encourage them to examine the possibility of a career in teaching. The Physics students will enroll in an independent study course to coordinate and report on their experiences in the schools.

ST. MARY'S COLLEGE serves as a clearinghouse for requests from local schools and the lay community for VOLUNTEER STUDENT TUTORS through its Teacher Education Program. An outgrowth of the field experience component of the College's undergraduate preservice efforts, this clearinghouse responds to the specific needs of classroom teachers. While tutors are usually solicited to help with instruction in a specific discipline, the College occasionally services requests to provide assistance to an entire group of students, such as a recent tutorial program designed for Vietnamese-Americans.

ST. MARY'S COLLEGE is sponsoring, now in its third year, the Mathematics Enrichment Program for Middle School Students provides an opportunity for 12-15 middle school pupils to participate in a summer enrichment experience at the College. The participants are selected by the public schools and are taught by a regular member of the College's mathematics faculty. The Program curriculum explores mathematical topics not normally studied in the public school curriculum.

ST. MARY'S COLLEGE concurrently enrolls students from the local public and parochial high schools in regular academic courses at the College, provided that they have the recommendation of their respective schools. While this program is open to all qualified pupils, twelve students per year are selected to be Charlotte Hall Fellows, and receive a scholarship from the College to cover tuition for four credits per semester. The Program's goal is to supplement, not replace, advanced work available in the high schools, and thus students are limited in the number of courses they can take at the College.

University of Maryland

UNIVERSITY OF MARYLAND - COLLEGE PARK throught the Center for Minorities in Science and Engineering, carries on a large number of activities to make minority students aware of engineering career possibilities and the high school preparation necessary to take advantage of those opportunities. The Center works with the Engineering Pipeline Clubs in Baltimore City junior and senior high schools and hosts visits for Club members on Campus. Center personnel also work with the Maryland Educational Opportunity Center conducting workshops on engineering as a career.

UNIVERSITY OF MARYLAND - COLLEGE PARK sponsors a number of competitions for junior high school and high school students designed to encourage high academic achievement in particular fields. Typical is the mathematics competition which the Department of Mathematics has been conducting fdor five years. Four-year scholarships, useable at any University of Maryland campus and for any major are awarded to three students from among the 1,750 participants. Competition emphasizes mathematical reasoning and problem solving. Other competitions include the Physics Olympics and Classics Day activities.

UNIVERSITY OF MARYLAND - COLLEGE PARK on cooperation with the Maryland State Department of Education has offered honors courses on Saturdays, evenings and this year during the summer, for both junior high school and high school students. The courses are patterned after the General Honors Program's seminars and particularly emphasize higher level thinking skills.

UNIVERSITY OF MARYLAND - COLLEGE PARK conducts through the Physics Department the "Physics is Phun" program, a series of four evening lectures for high school students and the general public. Each of the four evening programs, given twice each, has drawn nearly 1,000 visitors to learn in an engaging way about contemporary physics problems.

UNIVERSITY OF MARYLAND - EASTERN SHORE, offers an Engineering Summer Enrichment program, a one week experience for high school students which stimulates an academic environment of the University. The purpose of this program is to clarify and define engineering as an attractive career choice for minority students.

UNIVERSITY OF MARYLAND - EASTERN SHORE is conducting a month-long high school humanities institute for 35 participants selected from among high schools in Maryland and adjacent states. The theme will be "The Role of Fate and Human Will in Ancient and Modern Languages."

Independent Colleges and Universities

JOHNS HOPKINS UNIVERSITY assists in the sponsorship of an alternative school for high school drop outs. College students serve free as tutors, and the University provides further support for library facilities.

COLUMBIA UNION COLLEGE provides workshop experiences for elementary school children in beginning keyboarding.

GOUCHER COLLEGE operates a summer program for the gifted and talented and teachers advanced Russian to high school students.

GOUCHER COLLEGE provides time for English faculty to work in city schools in a project to use the computer to improve a student's writing schools.

COLUMBIA UNION COLLEGE has organized a TEACH-A-KID Program in which volunteers assist in an afterschool reading and remediation program at Piney Branch Elementary School.

WASHINGTON COLLEGE serves as a satellite campus for the Maryland Writing Project.

4. FACULTY COLLABORATIVE EFFORTS

Community Colleges

HOWARD COMMUNITY COLLEGE supports in-service activities by its faculty through the college's MBO/Faculty Evaluation System. Members of the psychology faculty, for example, meet regularly with the local high school staff to provide curriculum development assistance. This is an approved activity for the faculty, and one that receives recognition in evaluation and promotion considerations.

MONTGOMERY COLLEGE faculty are available as consultants to public school teachers through the College-High School Connection program. A Resource Book is published annually indicating areas of expertise of college faculty, and it is distributed widely throughout the school system. Teachers are encouraged to call upon the faculty in support of classroom and related activities.

MONTGOMERY COLLEGE'S English faculty and their counterparts in the public schools cooperated in jointly sponsoring a literary symposium in 1983-84 -- Approaches to Literature. Professional papers were presented by faculty and teachers on a wide variety of topics. Plans are now underway to offer a similar symposium for English faculty and teachers statewide.

CHARLES COUNTY COMMUNITY COLLEGE'S English faculty met several times with their counterparts from the public schools in 1983-84 for the purpose of sharing mutual professional development interests. The meetings led to a number of specific activities including faculty and teachers sitting on respective curriculum advisory committees, and faculty and teachers "switching" classes on an informal basis from time to time.

State Colleges and Universities

FROSTBURG STATE COLLEGE is involved in on-going staff development planning efforts in Allegany, Garrett, Frederick and Washington Counties. The College established cooperative microcomputer laboratories at Frederick and Hagerstown in 1983. The demand already exceeds the supply of terminals.

MORGAN STATE UNIVERSITY involved two professors from the Department of Philosophy who were invited to conduct seminars with the supervisors of the reading program of the Baltimore Elementary Schools. The seminars aimed at providing information and models regarding logical reasoning and categories of thought. These professors discovered the need for a more comprehensive list of books in the area of history of ideas at the elementary school level, since existing reading materials in the schools in question were more USA oriented.

COPPIN STATE COLLEGE is currently engaged in a Collaborative Teacher Education Program (COTEP) with the Baltimore City Public Schools and Bank Street College to develop, implement, and conduct a model five year teacher training project designed to increase effectiveness of urban educators. The project received the formal approval of the Board of Education at its November 1982 meeting. The program involves five major components: (1) organization and administration of the project; (2) identification of 25-30 high school juniors or seniors to be Teacher Education Fellows with full scholarships to Coppin; (3) specification of competencies to be mastered each semester of undergraduate preparation; (4) an internship during the fifth year with provision of support by both the College and school system; and (5) LEA development for graduates who agree to accept employment for a minimum of three years in the Baltimore City Public School System. The collaboration is still in its embryonic stages.

MORGAN STATE UNIVERSITY, COPPIN STATE COLLEGE, TOWSON STATE UNIVERSITY, AND UNIVERSITY OF MARYLAND - BALTIMORE COUNTY have developed a collaborative model involving the core education faculties of the institutions and the Baltimore area public schools. The central purpose of the project is to develop awareness, knowledge and skills for educating learners with disabilities so their needs will become an integral part of the college and public school curriculum. The four universities and colleges developed a proposal to obtain funds for the Metro Deans grants for the project.

5. ROLE OF HIGHER EDUCATION IN STAFF DEVELOPMENT IN PUBLIC SCHOOLS

Community Colleges

ALLEGANY COMMUNITY COLLEGE offers a computer training program for parochial school teachers in Allegany County. The program is designed to introduce teachers to basic computer literacy concepts.

THE COMMUNITY COLLEGE OF BALTIMORE, through its support of the Baltimore County Vocational-Education Advisory Council, assists in a wide variety of program planning and evaluation activities occurring at the city high schools. For example, college staff have provided support and expertise for planning efforts that are occurring in preparation for a Middle States Association reaccreditation visit.

CHARLES COUNTY COMMUNITY COLLEGE supports a wide variety of staff development activities for public school personnel through the efforts of the Tri-County Staff Development Committee (Charles, Calvert, and St. Mary's Counties). For example, the college recently conducted a needs assessment for the school system to determine the staff development needs of classified employees.

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DUNDALK COMMUNITY COLLEGE offers microcomputer workshops for public school teachers. Those designed for math/science department chairman and laboratory assistants have been particularly well received.

FREDERICK COMMUNITY COLLEGE'S English faculty and English high school teachers meet monthly to work on joint curriculum development projects and to share mutual professional development interests.

GARRETT COMMUNITY COLLEGE offers a two-credit course for public school teacher aides covering such topics as classroom techniques, behavioral problems in the classroom, and team-teaching approaches. The course was developed in response to a specific request from the Board of Education in Garrett County. Teaher aides are granted released time to attend the course; approximately 40 enrolled in Fall 1983.

HARFORD COMMUNITY COLLEGE has developed a three credit course called "Computer Applications in Education" specifically for elementary school teachers in Harford County. The course includes such topics as computer literacy, electronic spreadsheets, word processing applications, computer generated tests, and the PILOT programming language, and it can be counted toward teacher certification requirements. The course was first offered in Fall 1983, and approximately 50 teachers have participated to date.

State Colleges and Universities

SALISBURY STATE COLLEGE is active in planning faculty development at the Teacher Centers in Somerset and Worcester Counties and a Master Teaching Project in Worcester County. Representatives from the College also meet regularly with representatives from the public schools of the Upper Shore Counties to discuss program needs for staff development. It offers in-service programs in mathematics, science, writing and reading in the Lower Shore Counties.

TOWSON STATE UNIVERSITY is the host of the Maryland Writing Project and is one of the 109 sites of the National Writing Project. Its primary goal is the improvement of the teaching of writing in schools, kindergarten through university level. The core of the collaborative model involves training outstanding teachers in an invitational five-week institute to be more effective in their own teaching of writing, and to be trainers of other teachers. The model also includes a student institute, preservice institute, in-service courses, and plans for parent education and a research institute.

TOWSON STATE UNIVERSITY faculty are actively involved in consultation with schools to provide assistance with programs such as curriculum development, educating gifted and talented students, mainstreaming handicapped learners, school law and school-based research projects intended to assess the effects of classroom instruction.

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TOWSON STATE UNIVERSITY acts as a host for the Council of Economic Education which began in 1953. The College also acts as one of the centers located throughout the State to assist public school teachers of Economics in the development of curriculum in economic education.

ST. MARY'S COLLEGE Center for Economic Education is one of the eight centers in the State through which the Council for Economic Education in Maryland provides information and consultation to the local schools and community organizations in the tri-county area. The Center is co-directed by two full-time members of the College's economics faculty. They are "on-call" as resource persons and give workshops for public school teachers desiring assistance in the development and implementation of economics courses, including curriculum designed to meet the provisions of the new State by-laws in this area.

ST. MARY'S COLLEGE hosts the Southern Maryland Regional Group for Foreign Language Teachers, funded by a grant from the National Endowment for the Humanities and the Rockefeller Foundation. This group provides opportunities and a structure for foreign language teachers from the College and the local schools to meet on a regular basis for the purpose of working together to improve foreign language and literature instruction and articulation K-College.

University of Maryland

UNIVERSITY OF MARYLAND - BALTIMORE COUNTY will offer three four-week summer institutes designed to improve the preparation of foreign language teachers, principally from Baltimore City. This institute is reflective of UMBC's designation as a regional center for the development of language teachers at all levels from elementary through graduate school.

UNIVERSITY OF MARYLAND - BALTIMORE COUNTY will also offer a summer institute in African and African-American history, culture and literature for secondary teachers of social studies and literature. Again, secondary school teachers in Baltimore City will be the primary beneficiaries.

UNIVERSITY OF MARYLAND - COLLEGE PARK has developed the Center for Rennaissance and Baroque Studies which offers two summer institutes; a five week institute dealing with Shakespeare will be offered to 35 teachers from all over the United States, while 25 teachers from the State of Maryland will participate in a three-week workshop entitled "The Idea of the in Western Culture."

UNIVERSITY OF MARYLAND - COLLEGE PARK'S Physics Department has initiated a series of Friday afternoon lectures for high school science teachers entitled "Thank God It's Physics" (TGIP). The programs are offered monthly at high schools in Montgomery and Prince George's Counties and deal with topics in contemporary physics.

UNIVERSITY OF MARYLAND - COLLEGE PARK has maintained a limited program of teaching associateships, which allow high school science teachers to pursue graduate study at the University. In return, the science teachers work with instructors and graduate assistants in introductory science courses to improve their instructional design and techniques. The General Honors Program will use this model in bringing to the Campus in the coming academic year a high school teacher to serve as "Master Learner" in its new Federated Learning Community Program. The Master Learner will take a series of three related courses dealing with science and society right along with the students and then will serve as leader of a seminar that will help that group of 15 students to integrate the content of the three courses.

UNIVERSITY OF MARYLAND - EASTERN SHORE recently conducted a study for the Worcester County Public Schools on the relative benefits of full-day and half-day kindergarten programs. The nine-month study resulted in a number of useful recommendations to the County Board of Education.

UNIVERSITY OF MARYLAND - EASTERN SHORE has provided through the Department of Mathematics and Computer Sciences consultative services in computing to public schools Wicomico, Worcester and Somerset Counties. The consultative services have led to in-service activities for faculty, summer workshops for gifted and talented students, and curriculum development activities.

Independent Colleges and Universities

COLUMBIA UNION COLLEGE includes inservice education for cooperating teachers in its student teaching program.

GOUCHER COLLEGE schedules time for the Director of Teacher Education to serve as a member of a county task force on articulation between county schools and higher education.

GOUCHER COLLEGE annually schedules an all-day Conference for Baltimore area guidance counselors. Also, the College is developing two faculty development projects with area school systems.

WESTERN MARYLAND COLLEGE has sponsored sessions for new principals in a four-district area.

LOYOLA COLLEGE participated in a MSDE sponsored session for new principals in a four-district area.

6. COLLEGE AND UNIVERSITY SPEAKERS BUREAUS

State Colleges and Universities

MORGAN STATE UNIVERSITY provides a speakers' bureau which serves Baltimore City and contiguous counties. Repeated requests for speakers from the faculty and administrators come from public schools and other community agencies. Speakers from the College of Liberal Arts, when addressing high school students, deal primarily with career opportunities in several academic disciplines. Preparation for college also constitutes a popular theme.

SALISBURY STATE COLLEGE provides a speakers' bureau for P.T.A.'s and general consultant services for the Lower Eastern Shore counties; the College recently (1984) conducted a formal needs assessment in the Upper Shore Counties (Caroline, Dorchester, Kent and Talbot).

TOWSON STATE UNIVERSITY initiated in 1979 a Dial-an-Expert program. The College of Liberal Arts distributes each year to social studies teachers in the surrounding counties and Baltimore City a list of topics in the various social science disciplines which Towson State Faculty are willing to address as guest lecturers in high school classes. Currently, some sixty topics are available and more than forty Towson faculty are participating in the program. During calendar yer 1983 approximately thirty high school teachers called and Towson faculty delivered about forty-five lectures.

ST. MARY'S COLLEGE: The recently inaugurated SPARK PROGRAM provides College guest speakers for upper elementary, middle, and high school classsrooms. Faculty members from the discipline areas volunteer to enter the public schools and make presentations calculated to "spark" further interest in their academic field. At present, 23% of the full-time faculty have agreed to participate in the program, as has President of the College.

7. MISCELLANEOUS ACTIVITIES

Community Colleges

ANNE ARUNDEL COMMUNITY COLLEGE and the Board of Education of Anne Arundel County have developed cooperative purchasing procedures whereby the college and the schools achieve economies of scale and significant savings through joint purchases. The agreement has been particularly useful in purchasing media services, both hardware and software. Also, the Board of Education makes available its entire media services collection to the college. This is especially useful in the off-campus centers used for evening instruction.

CATONSVILLE COMMUNITY COLLEGE and Baltimore public high schools are cooperating in a number of facilities sharing activities. The college utilizes space in the vocational-technical schools to offer parts of several of its occupational programs, thereby alleviating the need for additional facilities. High schools throughout the counties lease computer time from the college in support of their data processing curriculum, thereby avoiding the large overhead costs associated with running a data processing center.

ESSEX COMMUNITY COLLEGE'S Data Race Cable Television program (Channel 7) brings students from Baltimore County high schools together in head-to-head academic competition each semester. Patterned after the national College Bowl program, Data Race has been enthusiastically received throughout the county. The college faculty and high school teachers cooperate in developing questions for the program.

HAGERSTOWN JUNIOR COLLEGE uses the Vocational/Technical Career Studies Center to offer continuing education programs in carpentry, electronics, plumbing, masonry, and automotive shop. This results in a very high utilization of these secondary education facilities and also avoids unnecessary expansion of facilities at the college campus.

PRINCE GEORGE'S COMMUNITY COLLEGE'S continuing education staff meets bi-monthly with the Adult Basic Education staff in the public schools. The purpose of these meetings is to conduct joint program planning so that unnecessary duplication can be avoided.

WOR-WIC TECH COMMUNITY COLLEGE relies heavily on the use of public school facilities and equipment to offer both credit and credit-free programs throughout Worcester and Wicomico Counties.

State Universities and Colleges

MORGAN STATE UNIVERSITY has inaugurated an "Improved Opportunity for Parents Project." This project is designed to assist parents with school age children pursuing education beyond their present levels. Sponsored by the Department of Continuing Studies, and supported by the school principals involved, this project provides classes for parents at the schools where the children attend. Taught by professors from Morgan, this on-site project makes classes accessible to parents when they bring children to schools as well as when they return to get them.

This project, in addition to providing enrichment for parents, generates positive attitudes for study in children when they see parents doing home assignments for their own classes. Essentially, it provides a learning-together atmosphere between parent and child. Three elementary schools are presently involved in this project.